

Educators-in-Residence Spring 2021



Public Spaces

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Spanish, 9-12

Objective

For this Unit the students will learn about different public spaces in Spanish speaking countries.

Learning Goals

- Students will be able to research about historical places and monuments in Latin America and Spain.
- Students will be able to use the five modes of communication to show their knowledge and understanding of the lesson.
- Students will be able to present their research in the target language.

Standards and Benchmarks

WL.K12.IL.2.1: Use content clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

WL.K12.IL.2.4: Demonstrate understanding in vocabulary used in context when following written directions.

WL.K12.IL.4.1: Presents information on familiar topics using a series of sentences with sufficient details.

WL.K12.IL.6.2: Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.

WL.K12.IL.6.3: Examine significant historic and contemporary influences from the cultures studied such as explores, artists, musicians, and athletes.

Engaging Students: Instructional Activities and Strategies

- Students will do their presentations with their partners.
- Students will work in their researches and practices with other pair students before presenting to the whole class.

Higher Order Questions

- How can we improve our speaking skills in the target language; formal and informal?
- How can expand my vocabulary and become a more effective researcher?

Tasks

See Attached

Assessment

Using rubrics to evaluate students' progress for the informal and formal presentations.

Differentiated Instruction

- **Support:** Giving student feedback and talking to them about what do they need to do in order to improve.
- **Challenge:** Helping students understand that they need to gather the information that they are going to present in a way that they make the information their own and not only memorizing things that they are going to forget the next day.

Description of slide show and length (class meeting time is 85 minutes Monday- Friday):

-Slide #2: Introduction to topic and examples of public spaces, students will read, discuss and watch the video about public spaces in Perú. Students will record a one-minute video in canvas in Spanish explaining their definition of public spaces. (1 day)

-Slide #3: Monuments. Students will watch the three assigned videos, take notes and be ready for the discussions. After the discussion, students will choose one of the three questions in Slide #4 and write a 200 words essay following the guidelines. (Persuasive essay: 1-2 days)

-Slide #5: Architecture. After a brief discussion about Mexican architects, students will write a compare and contrast essay. (Compare and contrast essay 1-2 days)

-Slide #6: Spain female architects. Choose one of the 4 architects provided in the slide #6 and compare her with another female architect in Latin America or United States. Student needs to do research and be ready to present two days after the assigned the selected topic. (3 days)

-Slide #7: Urban mobility. After watching the video about urban mobility in Pontevedra, Spain the students will write a letter to the mayor in Gainesville, Florida explaining how our town can benefit from urban mobility. After turning in their letters all students will present a poster for 2 minutes presenting their 3 points why is necessary to have urban mobility in Gainesville, Florida. (2-3 days)

-Slide #8: Blog- Students will answer the provide questions in the blog section provided in canvas and they will also comment according to the instructions. (Students will be giving 15-20 minutes in class for 3-4days in a row to do this section).

-Slide #9: Plazas in Spain: After going thru the Plazas in Spain link students will do research and do a video where they will try to convince their teacher to go and visit one of this Plazas. (1-2 days).

-Slide #10: Individual formal presentation (this can also be done in pairs depend of how many students are in the class). Create your own public plaza in a Latin American country. Please follow the instructions in the slide #10 and be ready to talk for 3-5 minutes. (2-3 days).

-Slide #11: Conversations with partners. Students will choose 2 public spaces in Spain from the link provided and will have a conversation for three minutes comparing and contrasting. (2 days)

-Slide #12: Conversation circles. Closing activity for discussion about what we have learned and traveling to the different countries and places study in this Unit. (1 -2 days).

Español 4



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Espacios
públicos en
Hispanoamérica.

Espacios publicos



Actividad #1: Introducción: Definición, ejemplos y discusiones:

<http://www.ub.edu/multigen/donapla/espacio1.pdf>

<http://www.planmaestro.ohc.cu/recursos/papel/brochure/ep.pdf>

Espacios públicos en Lima, Perú: <https://www.youtube.com/watch?v=YEFXJYadHJ4>

-Primera actividad para grado: Luego de leer, discutir y ver el video sobre los espacios públicos haz un video de un minuto en Canvas explicando que son los espacios públicos.

Monumentos: Introducción

Actividad #2

Ver los siguientes dos videos en clase y estar preparados para la discusión, tomar notas para contribuir a la discusión:

Monumento a los descubrimientos, Portugal

https://www.youtube.com/watch?v=t-nSZxW_pX0&t=322s

El valle de los caídos España:

<https://www.youtube.com/watch?v=PDF4bZ6AzHQ>

Catedral de Sevilla -Cristóbal Colón

https://www.youtube.com/watch?v=_zPwkFKE4Sc

Pregunta de discusion: ¿Cómo es diferente la celebración de los monumentos en España y Portugal con Latino América?

Monumentos:

Actividad #2 (Continuación)

Escoge uno de estos temas para tu ensayo persuasivo. Por favor incluye las dos fotos del tema del que estas hablando. Necesitas 4 fuentes.

- 1- ¿Crees que los pueblos indígenas están representados en las estatuas en Latinoamérica?
- 2- ¿Crees que las estatuas solo deben de representar héroes históricos o también los villanos?
- 3- ¿Crees que las estatuas solo deben de representar la cultura o las leyendas de un país?



Actividad #3: Arquitectos mexicanos

Discusión arquitectura:

Luego de un pequeño resumen sobre los arquitectos mexicanos debes de escribir un ensayo de comparar y contrastar. Escribe un ensayo de comparación y contraste sobre la vida y obras de dos arquitectos mexicanos de estos cuatro proveídos. Debes de tener 200 palabras, 5 palabras de transición y circular 10 palabras nuevas que aprendiste al escribir este ensayo. Debes de usar 3 fuentes por arquitecto, una de las fuentes ha sido proveída para ti. Debes de usar las fuentes cuando escribes. Debes de usar esta gráfica para planear tu ensayo:

<https://www.storyboardthat.com/es/create/hoja-de-trabajo-de-comparaci%C3%B3n-y-contraste>

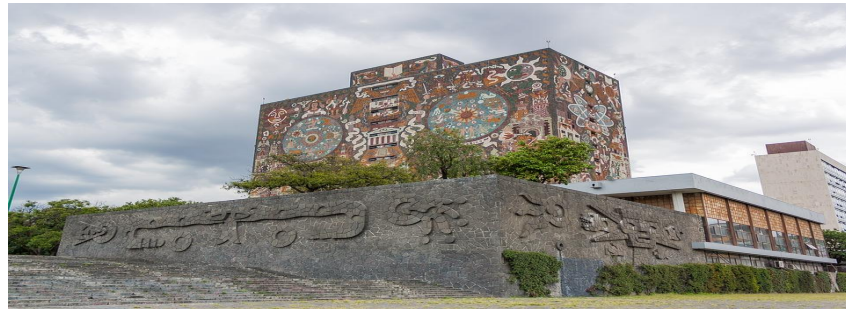
-Javier Senosiain <https://www.arquitecturaorganica.com/>

-Ricardo Legorreta <https://noticias.arq.com.mx/Detalles/16722.html#.XwiQEihKjIU>

-Teodoro González de León

<https://www.admagazine.com/arquitectura/teodoro-gonzalez-de-leon-mejores-edificios-mexico-arquitectura-20190917-5909-articulos.html>

-Luis Barragán <https://www.elledecor.com/es/arquitectura/g25721957/luis-barragan-arquitecto-mexico-proyectos/>



Actividad #4 Arquitectas españolas

Escoge a una de las 4 arquitectas presentadas, escoge una y comparala con una arquitecta de Latino América ó Estados Unidos de tu selección. Debes de hablar por dos minutos, recuerda introducción, compara, contrasta, usa palabras de transición y concluye.

Carme Pinós- <http://www.cpinos.com/index.php?op=1>

Carme Pigem- https://es.wikipedia.org/wiki/Carme_Pigem

Fuesanta Nieto- https://es.wikipedia.org/wiki/Fuensanta_Nieto

Elisa Valero- https://es.wikipedia.org/wiki/Elisa_Valero



Actividad #5: Movilidad Urbana - Pontevedra- España

#1-Escriba una carta al alcalde de Gainesville, explicando cómo nos podemos beneficiar de tener una mejor movilidad urbana. Utilice el siguiente video para expresar sus puntos: <https://www.youtube.com/watch?v=SbuzxcKOqNE>

#2- Después de leer su carta de alcalde de Gainesville le ha invitado a hacer una presentación a los comisionados. Cree un afiche explicando tres de sus puntos y este listo para hablar por 2 minutos.



Actividad #6 Bloguear

Megaproyectos urbanos

<https://www.youtube.com/watch?v=lzlydJIQk8Q> Discusion en blog. Preguntas deben de ser contestadas con dos oraciones. Por favor vuelve a contestarle a dos personas.

- 1- ¿Cual en tu opinión es el mejor proyecto?
- 2-¿Cuál proyecto te sorprendió más y porque?
- 3-¿Cómo crees que estos proyectos van a ayudar a las personas con bajos recursos económicos?
- 4- ¿Crees que están gastando mucho dinero o está el dinero bien usado?
- 5-¿Si pudieras hacer un megaproyecto en Gainesville, cual seria, y porque?



Plazas en España

Actividad #7: Hacer Video

<https://www.casasrurales.net/blog/las-20-plazas-mayores-mas-bonitas-de-espana/>

¿Cuál es la importancia de estas plazas, que puedo hacer en ellas, qué servicios ofrecen? Investiga la información. Usted presentará esta información en un video de 2-3 minutos. Trate de convencerme de visitar esta plaza en mi próximo viaje a España. Puede hablar de una Plaza o dos.



Actividad #8-Presentación (Google slides)

Trabajar en presentación individual para la **Fecha**

Imagina que puedes crear una Plaza publica en un pais Hispano.

-¿Qué servicios ofreces (comida, tiendas), cuánto te costará, qué tipo de estatua estará en el centro de la plaza, cómo conservarás la naturaleza, qué espacios tendrás disponibles para los turistas, cómo evitarás que la gente la ensucie o destruya, que elementos sorpresa tendrás para el público? Poner fotos, presentar por 3-5 minutos.



Actividad #9: Conversación con compañero:

Escoge dos espacios públicos y ten una conversación con tu compañero asignado, la conversación debe de ser de tres minutos:

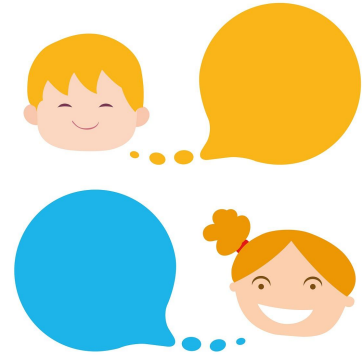
Espacios públicos en España:

<https://www.plataformaarquitectura.cl/search/cl/projects/categories/espacio-publico/country/espana?page=2>



Actividad #10- Círculos de conversación

1. ¿Qué fue lo más interesante que aprendiste sobre esta unidad?
2. ¿Qué lugar te gustaría visitar basado en lo que aprendiste?
3. ¿Qué significa para ti viajar?
4. ¿Cuáles son las ventajas y los inconvenientes de viajar?
5. ¿Crees que viajar es una forma de educación?
6. ¿Piensas que has viajado mucho o no lo suficiente?
7. ¿Cuál es el mejor viaje que has realizado? ¿Y el peor?
8. Si pudieras, ¿a qué lugar del mundo te gustaría viajar?
9. ¿Cuál es el viaje más largo que has hecho?
10. ¿Qué es lo mejor de viajar solo?
11. ¿Con quién prefieres viajar?
12. ¿Qué cosas buenas tiene viajar en grupo?
13. ¿En qué estación prefieres viajar?
14. ¿Cuál es tu medio de transporte preferido a la hora de viajar?
15. ¿Prefieres viajar a un país con movilidad urbana o con movilidad de autos privados?



Presentational Rubric: Speaking and or Writing

Name: _____

Assessment: _____

Date: _____

	Mastery	Proficient	Approaching	Beginning	Not meeting the target
Comprehensibility How well does the audience understand me?	<input type="checkbox"/> My message is fully understandable. <input type="checkbox"/> No interpretation is required by a sympathetic listener/reader.	<input type="checkbox"/> My message is mostly understandable. <input type="checkbox"/> Minimal interpretation is required by a sympathetic listener/reader.	<input type="checkbox"/> My message is somewhat understandable. <input type="checkbox"/> Some interpretation is required by a sympathetic listener/reader.	<input type="checkbox"/> My message is barely understandable. <input type="checkbox"/> Significant interpretation is required by a sympathetic listener/reader.	<input type="checkbox"/> I can't produce an understandable message.
Level of Discourse How do I express myself?	<input type="checkbox"/> I use a variety of simple and compound sentences. <input type="checkbox"/> I employ various cohesive devices.	<input type="checkbox"/> I use mostly simple sentences with a few compound sentences. <input type="checkbox"/> I employ a few cohesive devices.	<input type="checkbox"/> I use simple sentences that are repetitive in structure.	<input type="checkbox"/> I use a few simple sentences but rely primarily on individual words or phrases.	<input type="checkbox"/> I do not have proper sentence structure or vocabulary.
Vocabulary Usage How developed is my vocabulary?	<input type="checkbox"/> I use a rich variety of past and current vocabulary accurately. <input type="checkbox"/> I incorporate new vocabulary.	<input type="checkbox"/> I use an adequate amount of past and current vocabulary accurately.	<input type="checkbox"/> I use an inadequate amount of past and current vocabulary.	<input type="checkbox"/> My vocabulary is sometimes inaccurate.	<input type="checkbox"/> My vocabulary is inaccurate
Language Control How accurate are my grammatical structures?	<input type="checkbox"/> I use both past and target structures accurately. <input type="checkbox"/> My errors do not follow a visible pattern. <input type="checkbox"/> I try to be creative with the language.	<input type="checkbox"/> I use both past and target structures accurately. <input type="checkbox"/> My errors do not follow a visible pattern.	<input type="checkbox"/> I use past structures fairly accurately. <input type="checkbox"/> My target structures have several patterns of errors.	<input type="checkbox"/> I use past structures inaccurately. <input type="checkbox"/> I do not attempt to use target structures.	<input type="checkbox"/> I do not use past structures. I do not attempt to be creative.
Task Completion How well did I respond to the prompts?	<input type="checkbox"/> I respond fully and appropriately to all prompts. <input type="checkbox"/> My response is well organized and relevant.	<input type="checkbox"/> I respond adequately to most prompts. <input type="checkbox"/> My response is generally organized and/or relevant.	<input type="checkbox"/> I respond inadequately (or not at all) to a few of the prompts. <input type="checkbox"/> My response is a little disorganized and/or irrelevant.	<input type="checkbox"/> I respond inadequately (or not at all) to some of the prompts. <input type="checkbox"/> My response is very disorganized and/or irrelevant.	<input type="checkbox"/> No response and or irrelevant information.
Fluency How easily can I speak? (Speaking Only)	<input type="checkbox"/> My pronunciation is fully understandable. <input type="checkbox"/> I express myself with ease (no hesitations).	<input type="checkbox"/> My pronunciation mostly understandable. <input type="checkbox"/> I express myself with ease (few hesitations).	<input type="checkbox"/> My pronunciation is not understandable at times. <input type="checkbox"/> I sometimes struggle to find the right words.	<input type="checkbox"/> My pronunciation is only partially understandable. <input type="checkbox"/> I often struggle for the right words or revert to English.	<input type="checkbox"/> Very difficult to understand. <input type="checkbox"/> I often use English.
Mechanics (Writing Only)	<input type="checkbox"/> I make no errors in spelling, accent marks, punctuation, and/or capitalization.	<input type="checkbox"/> I make a few errors in spelling, accent marks, punctuation, and/or capitalization.	<input type="checkbox"/> I make some errors in spelling, accent marks, punctuation, and/or capitalization.	<input type="checkbox"/> I make a lot of errors in spelling, accent marks, punctuation, and/or capitalization.	<input type="checkbox"/> Errors impide the understanding.

Interpersonal Rubric

Assessment: _____

Name: _____

Date: _____

	Mastery	Proficient	Approaching	Beginning	Not meeting the target
Comprehensibility How well does the audience understand me?	<input type="checkbox"/> My message is fully understandable. <input type="checkbox"/> No interpretation is required by a sympathetic listener/reader.	<input type="checkbox"/> My message is mostly understandable. <input type="checkbox"/> Minimal interpretation is required by a sympathetic listener/reader.	<input type="checkbox"/> My message is somewhat understandable. <input type="checkbox"/> Some interpretation is required by a sympathetic listener/reader.	<input type="checkbox"/> My message is barely understandable. <input type="checkbox"/> Significant interpretation is required by a sympathetic listener/reader.	<input type="checkbox"/> I can't produce an understandable message.
Comprehension How well do I understand others?	<input type="checkbox"/> My responses are always appropriate. <input type="checkbox"/> I rarely require clarification.	<input type="checkbox"/> My responses are usually appropriate. <input type="checkbox"/> I sometimes require clarification.	<input type="checkbox"/> My responses are sometimes appropriate. <input type="checkbox"/> I usually require clarification.	<input type="checkbox"/> My responses are often inappropriate <input type="checkbox"/> I don't ask for clarification.	<input type="checkbox"/> I can't response.
Vocabulary Usage How developed is my vocabulary?	<input type="checkbox"/> I use a rich variety of past and current vocabulary accurately. <input type="checkbox"/> I incorporate new vocabulary.	<input type="checkbox"/> I use an adequate amount of past and current vocabulary accurately.	<input type="checkbox"/> I use an inadequate amount of past and current vocabulary. <input type="checkbox"/> My vocabulary is sometimes inaccurate.	<input type="checkbox"/> I use an inadequate amount of past and current vocabulary. <input type="checkbox"/> My vocabulary is usually inaccurate.	<input type="checkbox"/> My vocabulary is inaccurate.
Language Control How accurate are my grammatical structures?	<input type="checkbox"/> I use both past and target structures accurately. <input type="checkbox"/> My errors do not follow a visible pattern. <input type="checkbox"/> I try to be creative with the language.	<input type="checkbox"/> I use past structures accurately. <input type="checkbox"/> My target structures have a few patterns of errors.	<input type="checkbox"/> I use past structures fairly accurately. <input type="checkbox"/> My target structures have several patterns of errors.	<input type="checkbox"/> I use past structures inaccurately. <input type="checkbox"/> I do not attempt to use target structures.	<input type="checkbox"/> I don't use past structures. I do not attempt to be creative.
Communication Strategies How well can I keep the conversation going	<input type="checkbox"/> I provide a lot of detail in my responses. <input type="checkbox"/> I extend conversations by creating my own questions.	<input type="checkbox"/> I provide minimal detail in my responses. <input type="checkbox"/> I extend conversations by using formulaic follow-up questions.	<input type="checkbox"/> I provide minimal detail in my responses. <input type="checkbox"/> I sometimes use formulaic follow-up questions.	<input type="checkbox"/> I do not provide detail in my responses. <input type="checkbox"/> I do not attempt to use questions.	<input type="checkbox"/> No response and or irrelevant information.
Fluency How easily can I speak? (Speaking Only)	<input type="checkbox"/> My pronunciation is fully understandable. <input type="checkbox"/> I express myself with ease (no hesitations).	<input type="checkbox"/> My pronunciation mostly understandable. <input type="checkbox"/> I express myself with ease (few hesitations).	<input type="checkbox"/> My pronunciation is not understandable at times. <input type="checkbox"/> I sometimes struggle to find the right words.	<input type="checkbox"/> My pronunciation is only partially understandable. <input type="checkbox"/> I often struggle for the right words or revert to English.	<input type="checkbox"/> Very difficult to understand. <input type="checkbox"/> I often use English.

**Interpretative Rubric : Viewing, Reading and Listening
Assessment:** _____

Name: _____

Date: _____

	Mastery	Proficient	Approaching	Beginning	Not meeting the target
<p>Literal Comprehension How well did I understand what I saw, read or heard?</p>	<input type="checkbox"/> Identify nearly all of the key words. <input type="checkbox"/> Identify and locate nearly all of the important ideas. <input type="checkbox"/> I can thoroughly understand and explain the main idea as well as nearly all of the supporting details.	<input type="checkbox"/> I identify most of the key words. <input type="checkbox"/> I identify and locate most of the important ideas. <input type="checkbox"/> I can understand and explain the main idea as well as most of the supporting details.	<input type="checkbox"/> I identify some of the key words. <input type="checkbox"/> I identify and locate some of the important ideas. <input type="checkbox"/> I can somewhat understand and explain the main idea but only some of the supporting details.	<input type="checkbox"/> I identify a very few of the key words. <input type="checkbox"/> I identify a very few of the main ideas. <input type="checkbox"/> I can't understand the main idea or supporting details.	<input type="checkbox"/> I can't identify the key words. <input type="checkbox"/> I did not understand what I was reading and or listening.
<p>Communication Strategies What strategies do I use to help me understand?</p>	<input type="checkbox"/> I can accurately identify nearly all vocabulary from class. <input type="checkbox"/> I can figure out many new words based on the context.	<input type="checkbox"/> I can accurately identify most of the vocabulary from class. <input type="checkbox"/> I can figure out some new words based on context.	<input type="checkbox"/> I can accurately identify some of the vocabulary from class. <input type="checkbox"/> I can figure out a few new words based on the context.	<input type="checkbox"/> I can accurately identify only a few words from class. <input type="checkbox"/> I can't figure out new words based on context.	<input type="checkbox"/> I can't identify any of the vocabulary words.